

WHAT'S AN EVENING STUDENT?

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There are over 11,000 evening students at Sir George. Who are they and what kind of university experience are they getting? We asked James Whitelaw, Co-ordinator of Academic Planning.

Who becomes an evening student?

There are several categories. You have first of all the person who has been out of school for some years, who didn't go to university because he didn't have the financial means or the motivation; perhaps his family tradition didn't send him there. In addition to that you have a number of people who are interested in individual courses - the housewife, for example, who wants to learn more about some particular subject. Finally you have people who are here for a very specific purpose and that is to acquire the means of either getting a job or else of getting further ahead in their job, etc. Also, there are some people who are not accepted in the day division who try to find their way through the back door. But I think this is quite a small number.

Most of these people already have a job so is it safe to say that their educational experience is going to be more of a training experience?

I would hope not, frankly. I think a lot of people regard it that way; I would like to think that the educational aspect of it would be the most important one and that the training aspect would be secondary. But the fact remains that people are human and I think that a lot of them do regard this as training rather than education.

Does this affect the long-range goals of the evening division?

I'm tempted just to say, "What long-range goals?"

Is the evening division looking at their degree in terms of what industry wants or in terms of a general education?

To say that we are looking at it in terms of what industry wants is only a part of it. I think that you have to be careful there because it would be a fatal thing to gear a whole evening operation just to the demands of business. But I think that one cannot afford to disregard this and that is why in the committee on the evening division we did address ourselves

to a number of organizations in Montreal to try to find out if there were programs we should be offering which we are not offering right now.



J.H. Whitelaw
Co-ordinator of Academic Planning
"You can always assume that two years spent out of the classroom can be an extremely educating experience."

Are you offering the same programs as you are during the day?

Oh yes. The tradition has always been that the evening division parallels the day division and the degree that we offer is not specified evening or day, it's the same degree. And the only exceptional cases are such things as the Master's program in engineering which is open to evening students only, and by design. The student has to be employed as an engineer during the day and he takes his courses at night.

The evening student spends less time in classroom than day students. Does this affect the quality of his education?

The assumption has always been that it does not, and the justification for this is the fact that the evening student, being older, has been around and has acquired some experience; he can therefore perhaps work better on his own, having less need of contact hours than the day student. But I would like to point out that this doesn't happen universally. For example, take a language. The best age to learn a language is at the elementary school level, and the older you get the more difficult it becomes; by the time you are 18 years old you are really beginning to seize up as far as your capacity to learn another language is concerned.

So that in the evening division we've had to offer the same number of contact hours for language courses as we do in the day.

What's the average age of evening students?

The last survey we did indicates that the largest age group was people 22 years old; it doesn't differ too much from the day.

If day courses are paralleled by evening courses, why isn't the Explorations I program offered in the evening division?

At the moment there's a very simple reason for that, and that is we are not yet offering the collegial program in the evening and we are still studying whether we are going to do so. Explorations I is a collegial program at the moment.

But its conception was to put education in a freer atmosphere. Surely this would be valid outside of the collegial setup.

Oh yes, I think so and I think one of the hopes of the Explorations I program was that this would be a model for some of the kind of things we might be able to do in the undergraduate program, day or evening.

Is it possible that the evening division will one day be disbanded and Sir George will be a day university?

I can't see how that could happen because Sir George has always been very conscious of its role in the community, and one of the important roles of any educational institution is looking after all the needs of that community. It's obvious that there is a very substantial need for evening work either for credit or for non-credit. I just can't imagine the University moving out of this. On the contrary, I think that probably we would expand into other areas that we don't look after right now. We have to ask ourselves if the cre-

1969-70 ENROLLMENT

	DAY	EVENING
ARTS	3020	4731
SCIENCE	1087	1191
COMMERCE	1081	1736
ENGINEERING	571	410
total undergraduates	5759	8068
partial students		3520
graduate students		604
TOTAL UNIVERSITY		17,951

EXPLORATIONS AT NIGHT?

PROF. JOHN JACKSON ON THE EVENING STUDENT

Does an evening student come to Sir George for the same reasons as his day counterpart?

The best way to deal with that would be to begin by talking about certain types of motivation and then applying these types to evening students and, perhaps, even in contrast, to day students. One is what I would call a mobility motivation, wherein there would be some students whose reason for attending university is in order to improve their position in terms of status, in terms of income in the society. I think where that motivation is present in the day student it is present in a very general way but there is no specific connection with a particular career pattern; but that motivation can still be present even in the day student. Now, with the evening student a mobility motivation is frequently connected with a specific job which he already has. And so his taking of courses is directly connected with his job and his completion of university work becomes directly connected with advancement in his particular position in the company.

Then another type would be avocational motivation, in the sense of a hobby. I think this is far more present in the evening division than in the day division and is what we would usually associate in other universities with a continuing education program - the non-credit program where a person elects to become a student as a hobby, as a way to occupy time. My impression is that this motivation is far more present among evening women students than men students so that there are in many of the classes I have had in the evening division women who are married, who have a family, and are taking courses sometimes as a fill-in but also sometimes as a hobby in which they are quite interested and involved.

There is yet a third type which I think has more bearing on the day student - academic motivation - which would be a desire to do serious work in a particular discipline, to seriously study some area in depth almost for its own sake, rather than with any job, or even societal improvement, notion in mind; but the study of sociology for its own sake, the study of art for its own sake.

Now, looking at the evening division, I would say that the mobility motivation is very much present, and the avocational motivation is very much present; the academic motivation, though there, would not be as present as it is in the day division. In the day division the mobility motivation is very much present, but it takes a slightly different form, it doesn't have a specific attachment. The academic motivation is present, the avocational one is present.

The academic planning people have made a point of paralleling every day course with an evening course. If, as it seems, the motivations are different, then how can one set pattern satisfy the two?

I wouldn't want to say that the motivations are entirely different; I wouldn't want to draw the line in terms of evening



John Jackson is chairman of the sociology department.

and day. But taking the three types I have mentioned, they would be distributed throughout the total group of students, both evening and day, with a predominance in one more than in the other. On the other hand I would say that there are sufficient differences, not only motivational but others regarding time available and sheer tiredness after a day's work, such that I do not think one can look at the two as being identical and plan on that basis. I really think that the evening division must be approached with the special situation of the evening student in mind. One cannot program the day program into the evening division.

There are sufficient differences. If you have been at work all day and you take a course from 6:10 to 8:30 and then from 8:30 to 10:30, when do you have an opportunity to use the library? On Saturday afternoon? It's highly unlikely. So that the ability to use the facilities is just not the same. I'm not saying that the evening division is an impossible notion to plan for, but I think it has to be approached from a different point of view.

Do you think that a program such as Explorations I, which emphasizes the individual's work and not the time spent in the classroom, would be more of an advantage to evening students than the present credit system? Or could it even survive in the evening division?

I think it is adaptable to the evening division, and, as a matter of fact, this kind of program may meet the particular needs of the evening division. One thing it would do, is permit the evening student to have the kind of contact with student colleagues, as well as with faculty, which he now completely misses, not because he is not interested but because it's impossible. In that kind of program I think one would have to have a separate faculty whose time was spent in the evening division. It couldn't be the idea as is now used with courses where for the most part a person teaches a given course in the day division and the same course again in the evening; but it would have

to be faculty people who are prepared to put their full time into this sort of contact.

At the moment evening students spend less time in the classroom than day students for the same course. Why is this? Is it that evening students can absorb more in less time?

I don't know the reasoning behind it.

Do you think it's valid?

Well, my own experience has been that I'm not able to cover the same amount of material in the evening as I am in the day and therefore I come to the conclusion that the material that my evening students are dealing with is not identical to the day, simply because there isn't the same amount of time. I find that time and time again I have to completely re-plan my own lectures because of the time difference. And I do have to make decisions as to what areas I can cut out; I usually make those on the basis of what is absolutely necessary - anything else I must cut out.

So the evening student is not getting the same course.

No, he isn't.

Does industry influence curriculum?

From my own experience in this university I have not directly experienced the influence of industry on the way in which we design our curriculum in the sociology department. What influence I see coming in quite strongly is the professional influence of the discipline of sociology. Now, one can carry these connections almost to the absurd based on the premise that of course everything is connected and inter-connected. And we can always trace a route from any one point through to what is referred to as the power centres, and the power centres are economics. So, sooner or later, we are going to arrive at that point. But at the day-to-day operation of course design and curriculum in the sociology department, the noticeable immediate in-

fluence is the discipline of sociology, sometimes in conflict with the demands of students. You see, you have demands of students heavy for, say, courses like the family, like deviance, and like social psychology. Well you find the sociology department also saying we must have courses on sociological theory, on research methods, statistics. And so you get a clash coming in that way. But industry is out of picture.

Why is it that in issues of conflict the evening student either has no interest or his action is one of reaction?

His lack of interest I would not attribute to a general apathy but rather to the peculiar situation of the evening student. It is almost impossible, given time schedules, given the credit system and the fact that he has been at work all day, rushing in for a couple of classes, to really involve himself in any significant way in issues and activities of the University. I don't think he can do it. Now, some do, however, and they make choices according to their distribution of time.

Regarding the reaction, the reactionary or conservative position, I would think that this is to be expected, that the day division student has not yet made contact with the demands of a person involved in an occupation so in a sense is freer to take positions, to experiment with positions. This is part of the educational process, a part that the evening division misses. The evening division student who is already very much a part of the on-going system of things, is more inclined to take a conservative point of view, although this, by the way, doesn't hold for all evening students.

Now, from his point of view I think he is missing a very significant part of the educational process when he sees the day student as immature. The day student, fortunately, has a certain amount of protection where he can experiment with different points of view and over a period of four years or longer we are all familiar with people who have in fact changed drastically from one year to the next.

Do the two groups belong in the same institution or are they too far apart?

I'm almost inclined to say that they are too far apart, that there is very little meeting ground. Whether they belong in the same institution or not is another type of question. I think that both types of programs can be managed by the same organization or institution. But I also feel quite strongly about the necessity of a specially designed evening program in relation to the needs and problems of evening students. Not simply a carry-over from the day to the evening division.

Do professors resent teaching at night?

I haven't met anybody who does. As a matter of fact it provides a certain flexibility which wouldn't normally be present. One can have a schedule which starts at 4 o'clock in the afternoon and goes until 10:30 instead of 9 in the morning until 5 o'clock. So it's no real problem.

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dit program is the only thing that evening students need.

What other things might they need?

What we don't offer at all right now is true continuing education. You assume that with the rapid increase in technology and the knowledge explosion that nobody any longer is educated for life at the end of the B.A. program or whatever. And one assumes that some kind of retraining or updating is going to be an essential part of everybody's experience. At that point what will be needed is continuing education in the true sense, not just evening credit work which is a different thing.

Something like McGill is offering now?

Yes. A lot of what McGill does both at the undergraduate and graduate level is true continuing education which we have never done. I think there was a kind of agreement that Sir George would do the credit stuff and that McGill, Loyola and

other places would look after the extension work.

Would industry be a reactionary force in the restructuring of an educational system to permit it to be a freer one?

To the extent that industry determines a professional program this is possible. Industry, through professional engineering groups, for example, has a pretty considerable control over the curriculum for engineering. On the other hand in many jobs in business and industry, the university degree is regarded as being proof of a certain competence, a certain intellectual competence, and just that. Business and industry are not usually terribly interested in the specific knowledge graduates may have of history, economics or sociology, but they are hoping to get somebody who has the power to think and to make judgments. So that I don't think the extent to which industry or business would affect the content of non-professional degrees would be really great. •



NEW JUDAIC STUDIES 1970 GRAD PROGRAM

In the fall of 1970 the Department of Religion at Sir George Williams University will inaugurate a new graduate program in Judaic Studies - the only one of its kind in Canada, and one of a handful in North America. The program, which will supplement the Department's present undergraduate courses in Judaic Studies, will offer courses leading to the degree of Master of Arts. A doctoral program will be added in 1972.

Over the past several years, the Department of Religion has experimented with a number of courses in Jewish history, Bible, and Jewish philosophy. The response from students has been overwhelming. This fall all courses are filled, with 300 students enrolled. Many who wanted to enroll in them had to be turned away.

In light of the great popularity of these courses, members of the Department have concluded that there is a distinct need for well-constructed programs in this area. Though the Jewish people have made great contributions to Western civilization in virtually every field, their history, their literature, their religion, their legal system, and their philosophical contributions have become inaccessible to most scholars, and largely ignored by the writers of most standard works on history, law, philosophy, world literature, and the like. The Department hopes to help fill this gap by making available to all students, in every field, courses that will give them some acquaintance with some of the major contributions of Jewish thinkers of both the past and the present.

There is a serious lack of trained educators in the same fields. With new courses in Jewish Studies being introduced at many institutions of higher learning throughout Canada and the United States, administrators and department chairmen are stymied by their inability to find academically qualified persons to fill the posts that are being created and to teach the courses that are being added to college catalogues. One of the aims of the program at Sir George will be to prepare students for a career in the academic world as professors of Jewish Studies and related fields.

With the renaissance in Jewish learning, there is an ever-greater need for well-written text books on all levels. Although some progress has been made in recent years, the quality of many of the available texts leaves much to be desired. The Department at Sir George hopes to become a major center for the writing of new texts in Jewish history, Biblical studies, Jewish philosophy, and related fields, and for the translation of classics that are not yet available in English or French.

Jewish communities across North America have recently become acutely aware of the scarcity of social workers, counsellors, center and camp personnel, and communal organization directors and administrators who are not only qualified in their specialties but also possess more than a superficial understanding of the cultural heritage of the people with whom they are working. The situation has become so desperate that many positions offering top salaries must go unfilled or must be filled on a makeshift basis for

lack of qualified applicants. It is expected that graduates of the Sir George Williams Judaic Studies program will be qualified to fill some of these positions. Through its evening program and special summer institutes, the University will be in a position to offer in-service training and supplemental courses to persons who are already in the field and want to improve their skills and broaden their knowledge. The University expects to bring experts from all over the world and to attract students from across Canada and the United States to participate in this phase of its program.

On the undergraduate level, courses in classical Hebrew, Biblical studies, Jewish law, Jewish philosophy, and the history of the Jewish people are currently being taught. Next year, courses in Midrash and Talmud will be added.

The graduate program will offer more specialized courses in each of these areas. In addition, the Department expects to offer courses in Jewish mysticism, legends and folklore, and religious movements, in Jewish literature from a variety of historical periods and many lands, and in Biblical and Talmudic Aramaic and other languages of the ancient Near East.

One of the unique features of the program is the requirement that all candidates for advanced degrees be prepared to undertake their studies in the general context of the history of religions, and to study some religious movement outside the Jewish tradition. This requirement has been introduced in order to enable each student to see Judaism from

a broad perspective of familiarity with world religions.

In order to enable prospective students to enter the program at its inception next fall, the University will offer special crash programs in classical Hebrew next summer for successful applicants.

The program is now being organized by Professors Jean Ouellette and Burton M. Leiser.

Professor Jean Ouellette, a graduate of the Université de Montréal, took his Ph.D. at Hebrew Union College (Cincinnati and Jerusalem). He has also studied at the Ecole Biblique Française and the Hebrew University in Jerusalem. For a number of summers he has been on the supervisory staff of the Gezer archaeological mission of Harvard University in Israel. He has written extensively on archaeological and philological topics.

Professor Leiser, on leave from his position at the State University of New York at Buffalo, received his doctorate in philosophy at Brown University. He also holds a B.A. from the University of Chicago and a Master of Hebrew Literature degree from Yeshiva University. A specialist in political and legal philosophy as well as in Jewish law and Jewish philosophy, Dr. Leiser is the author of **Custom, Law, and Morality: Conflict and Continuity in Social Behavior**, published last summer by Doubleday. In addition, he has published articles on such diverse subjects as the Dead Sea Scrolls, archaeological artifacts, extremist political movements, and divorce laws. •

THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Monday for the following week's events.

MONDAY 3

"CAN YOU ALL HEAR AT THE BACK?": A program on student employment; University channel 9 at 10, 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

TV SIR GEORGE: The series "Info H-405" with Joan Johnston from the Health Centre and Jack Hopkins, Assistant Dean of Students; University channel 9 today 5:30 to 6 p.m., Tuesday and Wednesday 1:15 to 1:45 p.m., Thursday 8 to 8:30 p.m.

GALLERY I AND WEISSMAN GALLERY: Anne Kahane's sculptures and drawings, 1954-1969, through November 20.

GALLERY II: Theatre arts through November 8.

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with guest speaker Dr. B. Warkentin of the Department of Soil Science at MacDonald College and the film "Matter of Attitude" in H-635 from 2 to 6 p.m.

CHANNEL 4: "Communications and Education" - a series of videotaped lectures by Prof. Charles Siepman, N.Y.U.; this week "Newspapers' New Role" at 10, 10:30, 11 a.m., 2 and 2:30 p.m. through Friday on classroom monitors.

PHILOSOPHY CLUB: Peter Angeles of the University of Western Ontario talks on "The First Beginning Argument vs. Infinite Regress or Some Comments About Nothing" in H-937 at 2 p.m.

TUESDAY 4

GEORGIAN FILM SOCIETY: "The Phantom Creeps" starring Bela Lugosi; also W.C. Fields, Shirley Temple, Howdy Doody, Laurel and Hardy, Mighty Mouse and many others; 1:15 to 2:15 p.m. in H-110 for 25c.

CHAPLAINS SIR GEORGE: Southwest corner of the cafeteria from 5 p.m. to 9 p.m.

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with film "Water Pollution" and guest speakers M.J. Cathcart, assistant to the general manager of the Ontario Water Resources Commission; Dr. Gérard Leduc, chairman, Department of Biology, SGWU; Dr. Gustav Prevost, past president of the Quebec Wildlife Federation, and a representative of the Quebec Water Board in room H-635 from 1 to 6 p.m.

POLITICAL SCIENCE DEPARTMENT: Columbia professor Wayne A. Wilcox speaks on "Forecasting in Comparative Politics" in H-607 at 4:15 p.m.

WEDNESDAY 5

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with the film "Air Pollution" and guest speakers W. Brabant, of Montreal's Department of Health; Dr. Conrad East, Université de Montréal; a representative of the Canadian Pulp & Paper Association; Eric Howe, British Petroleum; and Dr. Philip Roy, Laval Industrial Association in H-635 from 2 to 6 p.m.

THURSDAY 6

CONSERVATORY OF CINEMATOGRAPHIC ART: "Marius" (Marcel Pagnol, 1931) in French in H-110 at 8:30 p.m.

GEORGIAN FILM SOCIETY: "The Phantom Creeps," H-110 at 1:15 to 2:15 p.m. (see Tuesday).

CHAPLAINS SIR GEORGE: Southwest corner of the cafeteria from 2 p.m. to 5 p.m.

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with the film "Noise Pollution" and guest speakers Dr. J. Mackinnon, Department of Physics, S.G.W.U. and Dr. G.J. Thiessen, National Research Council.

CONFERENCE ON LABOUR RELATIONS IN THE QUASI-PUBLIC SECTOR: "Collective bargaining in the Quasi-Public Sector—Canada" at 9:45 a.m., the same for the United States at 11:15 a.m. and Europe at 2:30 p.m.; luncheon speaker H.D. Woods of McGill; workshops on collective bargaining of teachers, hospitals, TV and radio, and transportation; dinner speaker Dr. John H. Young, chairman of the Prices and Incomes Commission at 7:30 p.m.; all at the Sheraton-Mount Royal Hotel. Further information at 879-5823.

FRIDAY 7

POETRY READINGS: Allen Ginsberg in H-110 at 8 p.m., free.

GEORGIAN FILM SOCIETY: "Julius Caesar" with Marlon Brando and James Mason at 4, 7 and 10 p.m.; 75c per showing.

ARTS FACULTY COUNCIL: Meeting in H-769 at 2:30 p.m.

HISTORY DEPARTMENT: Prof. Carl Berger (University of Toronto) talks on "Canadian Critics of the United States: an examination of anti-americanism in the late 19th and 20th centuries" in room H-620 at 8 p.m.

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with guest speaker Hon. John Monroe, minister of National Health and Welfare, in H-110 from 1 to 5 p.m.

HOCKEY: Sir George at Université de Montréal at 8 p.m.

CONFERENCE ON LABOUR RELATIONS IN THE QUASI-PUBLIC SECTOR: Workshop sessions continue at 9:30 a.m.; luncheon speaker Hon. Marcel Masse, Quebec minister of Intergovernmental Affairs, at 1 p.m.; discussion on collective bargaining from 2:30 to 4 p.m. (See also Thursday).

COMMISSION OF INQUIRY INTO THE NON-MEDICAL USE OF DRUGS: The new Federal commission will hear submissions in H-937 from 1 to 3:30 p.m.

SATURDAY 8

GEORGIAN FILM SOCIETY: "As You Like It" with Sir Lawrence Olivier at 4, 7 and 10 p.m.; 75c per showing.

FESTIVAL OF ARTS: "The Chairman" with Gregory Peck in H-110 at 8:30 p.m.

SUNDAY 9

MASS: 2185 Bishop at 11:30 a.m.

BASKETBALL: University of Manitoba at Sir George, 2 p.m. at Loyola.

FESTIVAL OF ARTS: "Bedazzled" with Dudley Moore and Peter Cooke in H-110 at 8:30 p.m.

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